DOCUMENT RESUME

ED 206 995 CG 015 486

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TITLE Self-Esteem and Academic Behavior Among Elementary School Children.
INSTITUTION Texas Univ., Austin. Research and Development Center for Teacher Education.
SPONS AGENCY National Inst. of Education (DHEW), Washington, D.C.
PUB DATE Apr 81
NOTE 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Academic Achievement; Age Differences; *Behavior Patterns; *Children; Comparative Analysis; Elementary Education; Elementary School Students; *Psychological Patterns; Self Concept; *Self Esteem; Self Evaluation (Individuals); *Student Development

ABSTRACT

Research indicates that stability and level of self-esteem can provide information about other aspects of behavior. The relationship of stability of self-esteem to academic variables among elementary school students was examined in an effort to replicate and extend findings from a previous study. The hypotheses were concerned with the relationship between: (1) stability of self-esteem and accuracy of self-described ability; (2) level and stability of self-esteem and achievement; and (3) level and stability of self-esteem and disruptive behavior. Stability and level of self-esteem were measured by the Piers-Harris Self-Concept Scale and the Dickstein Self-Esteem Inventory, completed by third-, fifth-, and seventh-graders on two occasions. Results indicated that level and stability of self-esteem were not related to one another. However, both level and stability of self-esteem were related to students' accuracy in estimating their academic performance. Neither self-esteem dimension was related to disruptive behavior. Both level and stability of self-esteem were positively related to academic achievement. (Author/RC)

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Self-Esteem and Academic Behavior Among Elementary School Children

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Research and Development Center
for Teacher Education

The University of Texas at Austin

April 1981

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This study was supported in part by Contracts and Grants for the National Institute of Education to The Research and Development Center for Teacher Education, The University of Texas at Austin. The opinions expressed herein do not necessarily reflect the position or policy of the National Institute of Education and no official endorsement by that office should be inferred. Paper presented at the annual meeting of the American Educational Research Association, Los Angeles, CA., 1981.

Self-Esteem and Academic Behavior
Among Elementary School Children

Abstract

Two aspects of self-esteem, level and stability, were examined with regard to several aspects of academic behavior in an effort to replicate and extend findings from a previous study. Level of self-esteem was measured by administering a self-report instrument, on two occasions, to third, fifth, and seventh graders. Stability values were calculated using the kappa coefficient, a measure of item agreement across occasions. Results indicated that: level and stability of self-esteem were not related to one another; both level and stability of self-esteem were related to students' accuracy in estimating their academic performance; neither self-esteem dimension was related to disruptiveness; and, both level and stability of self-esteem were positively related to academic achievement. These outcomes are largely consistent with previous findings. In addition, the results of analyses examining developmental aspects of self-esteem are presented.

Self-Esteem and Academic Behavior
Among Elementary School Children

Concomitant with a renewal of interest in the affective correlates of the educational experience has been an increase in the number of studies of self-esteem among school children. The positive relationship between level of self-esteem and academic achievement has been well-documented (Brookover, Thomas & Paterson, 1964; Caplin, 1969; McIntire & Drummond, 1977; Purkey, 1970) and has led one group of researchers to conclude that self-concept "...is a critical variable in eudcation..." (Shavelson, Hubner & Stanton, 1976, p. 408). It is of note that the relationship between self-esteem and achievement has been found across a wide variety of studies in which the definition and measurement of self-esteem has varied to a considerable degree. In fact, the lack of commonly accepted definition of self-concept and self-esteem is the major difficulty with this area of research (Wylie, 1974, p. 8). For this reason it is important to explicate the definitions and theoretical basis ascribed to in the current research.

Theoretical Framework

Self-concept has two dimensions which Turner (1968) has called the self-image and the self-conception. The self-image may be described as the picture one has of oneself at a given moment--the passing images which arise in the myriad of interactions which an individual experiences while playing valued social roles. Self-conception is a more enduring sense of who one is, and contains capabilities, values, goals, and aspirations. The self-conception consists of a selective organization of attributes and values formed from diverse experiences in dealing with the world at different levels and types of experience. Measurement of self-conception, then, should involve a determination of the attributes and values which an

individual feels are relevant to his or her personal experience, i.e., it should involve self-description.

Given this view of self-conception, self-esteem may be defined as the evaluation of the various attributes that an individual considers to be contained in the self-conception. That is, it is a person's "self-assessments of qualities that count" (Rosenberg, 1968, p. 339). An individual's level of self-esteem will be determined by how well self-images, or behavior, match self-conception. Stability of self-esteem will be determined by the variability of the relationship between self-images and self-concept. Variability in this relationship can occur from a variety of sources such as inconsistent feedback, uncertainty about the outcomes of interactions, situations which elicit novel behaviors, or changes in one's sources of feedback (such as arise when changing jobs or marital status). Other examples are available, but it is important to note that minor fluctuations in the self-images/self-conception relationship will not create a state of instability; only when the weight of the self-images is such that it diverges to an unworkable degree from its relationship with self-conception will instability of self-esteem occur. Probably everyone experiences phases of self-esteem instability such as can occur in the previous example of changing jobs or marital status. However, it is the contention here that for some subset of the population, instability of self-esteem is the prevailing experience, and that instability is associated with certain other characteristics. These characteristics fall under the category Turner (1968) has termed identity-directed interaction: increased consciousness of the self-images; focus directed toward others' attitudes toward oneself rather than on collaboration to accomplish a task; increased sensitivity to feedback; interpretation of

communication at a deeper level than face value; and efforts to assign credit and responsibility for events.

As indicated previously, level of self-esteem has been frequently included in educational research; however, stability of self-esteem has not been extensively studied. In spite of a dearth of research in this area results of available research reports are congruent with the theoretical model proposed here, and indicate that stability of self-esteem, as well as level of self-esteem, can provide information important to other aspects of behavior.

For example, stability of self-esteem has been found to be related to students' accuracy of self-description of ability and lack of disruptive classroom behavior (Kugle & Clements, 1980), to better social adjustment and accuracy in perceiving social interaction (Brownfain, 1952), and to efforts to maintain performance at levels consistent with level of self-esteem (Marecek & Mettee, 1972). Taken as a whole, this research indicates that people with stable self-esteem have accurate self-perceptions, interact in socially adaptive ways, and will work to maintain consistency in their self-evaluation.

The purpose of the present study was to examine the relationship of level and stability of self-esteem to academic variables among elementary school students in an effort to replicate and extend findings from a previous study in this area (Kugle & Clements, 1980). This study was concerned with the relationships of level and stability of self-esteem to perceptual, behavioral, and motivational aspects of academic behavior among second graders. Three hypotheses derived from previous empirical evidence and the theoretical framework presented above were tested.

The first hypothesis was concerned with the relationship between stability of self-esteem and accuracy of self-description of ability. Marecek & Mettee (1972) had found that stability of self-esteem was associated with a drive to maintain consistency, while instability was associated with seeking of self-enhancement. It was expected that students with stable self-esteem should act in a manner consistent with their level of self-esteem, and should be able to provide accurate information about their ability level. Students with unstable self-esteem were expected to be less consistent in their actions and therefore less accurate in describing their ability level. It was also expected that the direction of the inaccurate descriptions would be overestimation, or self-enhancement. To test this, students were individually interviewed and asked to rate their reading ability on a vertical line of circles which represented the other class members. Accuracy was determined by dividing this line into high, medium, and low sections and comparing the ratings with the actual reading ability grouping level of the students. As hypothesized, it was found that the vast majority of the inaccurate ratings were overestimations, and that the accurate students were significantly more stable in their self-esteem than the overestimating students.

The second hypothesis postulated positive relationships between level and stability of self-esteem and achievement. The first part of this hypothesis, that level of self-esteem would be positively related to achievement, was based on the findings from the literature cited earlier (cf., Purkey, 1970). Based on theory, stability of self-esteem was also expected to be positively related to achievement, since it was expected that students who have unstable self-esteem would be preoccupied with identity-directed interaction. While identity-direction is the focus,

any tasks to be performed become secondary to the assessment of others' attitudes toward oneself, resulting in less task-orientation and lower achievement. As expected, both level and stability of self-esteem were significantly, positively, and independently related to reading achievement.

Finally, the relationship between level and stability of self-esteem and disruptive behavior was examined. Based on findings that indicated a positive relationship between self-esteem and social effectiveness (Fitts, 1972; Omwake, 1954; Rosenberg, 1965) a negative relationship was expected between self-esteem and disruptiveness. Since stability of self-esteem had been found to be related to social adjustment (Brownfain, 1952), and since it is postulated that persons with less stable self-esteem are guided by identity-directed interaction rather than task-orientation, it was expected that stability of self-esteem would be negatively related to disruptive classroom behaviors as well. A measure of disruptiveness was obtained by having the teachers rate their students on a 5-point scale ranging from "considerably below average" to "considerably above average" in disruptiveness. As expected, both level and stability of self-esteem were significantly, negatively, and independently related to disruptiveness.

As mentioned previously, the purpose of the current study was to extend and replicate these findings from the second grade study, and to that end several changes were made in the design of the research. First, the sample used was extended across three grade levels in order to examine the possibility of developmental influences on the relationships between the affective and academic variables. Of particular interest was the possibility of differences in level and stability of self-esteem across grades, as well as differences in the self-concept attributes felt to be important to these age groups.

In addition, it was desired to examine further the relationship between level and stability of self-esteem. These constructs were not related in two previous studies (Kugle & Clements, 1980; Marecek & Mettee, 1972), but conflicting results indicating a positive relationship between stability and level of self-esteem have been reported (Brownfain, 1952; Engel, 1959; Smith & Rogers, 1977). Finally, it was felt that replication of the previous findings would strengthen the support for including both level and stability of self-esteem in affective research, and would allow some refinement in the measurement of the academic variables of interest. These refinements will be discussed at the relevant points in the methods section.

Methods and Procedures

During the 1979-80 school year, data were collected on third, fifth, and seventh grade students from a rural, integrated school district in the Southwest. These grade levels were chosen for the following reasons. First, many of the third graders had participated in a similar study during second grade and it was of interest to examine the stability and level of self-esteem of these students across the testing occasions. In addition, since both the third and fifth grade students were attending different schools from the previous year, and the seventh graders had been attending their school for several years, the possibility of examining the influence of changing schools on stability and level of self-esteem was available.

Stability and level of self-esteem were measured by administering the Piers-Harris Children's Self-Concept Scale (PHCSCS) (Piers-Harris, 1969) to 87 third graders, 33 fifth graders, and 22 seventh graders on two occasions, approximately five months apart. This instrument is composed of 80 items, to which the child responds yes or no. Although the authors of this instrument call it a self-concept scale, according to the definitions

presented earlier it actually measures the evaluation of self-concept attributes which are assumed to be relevant to school children. In this case, this assumption has some validity since the items were generated from categories of concern identified in children's self-descriptions. Level of self-esteem for each student was calculated using the scoring key supplied with the instrument. Since the scale was administered on two occasions, the level of self-esteem scores were calculated as an average of the two scores. Scores can range from 0 to 80, with higher scores indicating more positive self-esteem. Stability of self-esteem was determined as the amount of agreement among item responses on the two administrations, using the kappa coefficient (Cohen, 1960). In the present context, kappa is an index of item agreement which actually occurred relative to that which could have occurred given the pre-and posttest values. Higher kappa values indicate consistency of responding from time to time, which in this context indicates higher stability of self-esteem.

In addition to the PHCSCS the Dickstein Self-Esteem Inventory (DSEI) (Dickstein, 1973) was administered to the sample of students. This instrument allows the respondent to indicate which items are important to him or her (self-concept), as well has his or her competence regarding the item (self-esteem). The scoring system allows the self-evaluation to vary according to the value of the item to the subject. Thus, students who rate themselves as not good in an area which is not relevant to them will be scored as having higher self-esteem than those students who rate themselves as not good but to whom the activity is very important. Higher scores on the instrument indicate higher self-esteem. This instrument was included in the present study for two reasons. First, it was felt that this approach to assessing self-esteem has more validity than one in which all items are

assumed to be of equal value to the respondent. Secondly, the option was included for students to list additional areas of importance to them, thus allowing an examination of the possibility of increased diversity of self-concept across time. Unfortunately, it was not possible to administer the DSEI on a second occasion, so stability values on this instrument were not available.

The academic variables of interest in this study were accuracy in estimating academic performance, achievement, and disruptiveness. Accuracy of academic performance was determined by administering a 10-item mathematics test, based on their respective texts, to the third, fifth, and seventh graders. After completing the test, the students were asked to estimate, without looking back at their answers, how many of the items they got right. Accuracy was determined by subtracting the actual number of correct responses from the estimated number of correct responses. Since very few students were exactly accurate, those who were within one item of estimating their actual scores were included in the accurate group. It was felt that this measure of accuracy was an improvement over that used previously, since it was based on actual academic performance and allowed more variance in responding. The achievement measures used in this study were reading and math stanine scores on the standardized achievement test given at the end of the school year. Unfortunately, these scores were not accessible for the fifth and seventh graders, so that only the third grade sample could be used to examine self-esteem and achievement. Finally, disruptiveness was measured by having the teachers rate the participating students on a scale ranging from one (considerably below average) to five (considerably above average) on disruptiveness. Again, these ratings were available only for the third graders.

Results

Means, standard deviations, and correlations among the variables of interest are presented in Table 1. As shown in the table, level and stability of self-esteem were not significantly correlated with one another in any of the grades, a finding which replicates that of the second grade study. The level of self-esteem scores for the PHCSCS and the DSEI were significantly positively correlated in all three grades, while stability of self-esteem was not related to level of self-esteem as measured by the DSEI. In addition, both level and stability of self-esteem as measured by the PHCSCS were positively related to achievement for the third graders. Level of self-esteem as measured by the DSEI failed to correlate significantly with achievement, and no self-esteem variables were significantly related to disruptiveness.

The first hypothesis to be tested in the present study predicted that students who were accurate in describing their academic performance would be more stable in their self-esteem than inaccurate students. As indicated by previous results, level of self-esteem was not expected to be related to accuracy. As found previously, the vast majority of the inaccurate students (72 out of 86) overestimated their academic performance, and the underestimating students were dropped from further analysis. A two-way between-groups analysis of variance was conducted on the stability of self-esteem scores, using grade level and accuracy classification as the grouping factors. Consistent with previous results, students who were accurate in estimating their academic performance were more stable in their self-esteem than overestimating students. In addition, students at higher grade levels were more stable than those in the lower grades. The interaction between grade and accuracy was not significant. The results of this analysis are presented in Table 2.

An additional analysis was conducted to examine level of self-esteem for these groups. Surprisingly, there was a significant difference between the accurate and inaccurate students, with accurate students having lower self-esteem than the overestimating students. In addition, there was a significant difference in level of self-esteem for the three grades. In this case, the third graders had the highest average level of self-esteem, followed by the seventh and then the fifth grade students. The interaction between grade level and accuracy grouping was not significant. Results of this analysis are included in Table 2.

Level of self-esteem, as measured by the DSEI, was also examined with regard to accuracy and grade level. No significant differences were found between the accurate and inaccurate groups, or among the three grade levels for this variable.

The second hypothesis was that students with stable self-esteem and with high self-esteem would demonstrate less disruptive behavior than students with unstable, and with low, self-esteem. Multiple linear regression was used to test the hypotheses, using disruptiveness ratings as the criterion and level and stability of self-esteem as the predictors. A test for the interaction of level and stability of self-esteem was not significant. In addition, as predicted by the relationships presented in Table 1, neither of the self-esteem variables contributed significantly to the prediction of disruptiveness.

The third set of hypotheses were that both level and stability of self-esteem would be positively related to academic achievement. Regression analyses were conducted using achievement scores as the criterion, and stability of self-esteem, level of self-esteem, and their interaction as predictors. The test of the interaction of level and stability of self-esteem

was not significant, for either math or reading achievement. Both level of self-esteem (LSE) and stability of self-esteem (SSE) were found to contribute significantly to the prediction of reading achievement (LSE, $F = 17.2$, $df = 1,78$, $p < .01$; SSE, $F = 8.2$, $df = 1,78$, $p < .01$) and of mathematics achievement (LSE, $F = 10.0$, $df = 1,78$, $p < .01$; SSE, $F = 5.7$, $df = 1,78$, $p < .05$).

In addition to replicating tests of the three specific hypotheses from the previous study, it was of interest to examine possible differences in level and stability of self-esteem across age groups. This was partially accomplished in the accuracy analyses, and the differences found among the three grades in level and stability of self-esteem are presented in Table 2. As mentioned previously, an optional item was included on the DSEI which requested students to list any additional activities of importance to them. It was hypothesized that older students would have a greater diversity of self-concept additions because of their increased experience in a variety of social roles relative to the younger students. To examine this possibility, the number of volunteer responses was totaled for each group and divided by the number of subjects in that group. The average number of volunteer responses increased from 1.10 to 2.61 to 2.68 for the third, fifth, and seventh grades, respectively. The number of unique volunteer responses (i.e., ones mentioned by only one student) for each group increased linearly with grade level as well: .46, .79, 1.55. Differences in frequency between unique and non-unique responses for the three grades were significant ($\chi^2 = 10.82$, $df = 2$, $p < .01$). Thus support was received for the idea that self-concept tends to diversify with age.

An additional developmental question was whether students would vary in stability of self-esteem from second to third grade. Since 40 of the

third graders had participated in the second grade study as well, three measures of stability were available for this subgroup and were examined for differences across time. The first measure was stability of self-esteem during second grade, the second was stability during the interim between the end of second grade and the beginning of third, and the final measure was stability of self-esteem during third grade. Since these students changed schools from second to third grade, it was expected that this transition, involving a new environment in which the third graders were the youngest and newest members of the school, would produce a decrease in stability of self-esteem at the beginning of the year. It was also expected that the stability scores would rise at the end of third grade, as the subjects by this time would be comfortable in their roles as students at the different school. A repeated measures analysis of variance was conducted on the stability of self-esteem scores to examine these expectations. No significant differences in stability were found across the three occasions, although the scores decreased with time (.32, .30, .27).

Finally, for those researchers interested in sex differences, the results of analyses of variance examining the possibility of sex differences on the measures taken in this study are presented. No significant differences were found between third grade boys and girls on level or stability of self-esteem, achievement, or disruptiveness. Similarly, no differences were found between fifth grade boys and girls on the two self-esteem dimensions. Between the seventh grade boys and girls, however, a significant difference was found for level of self-esteem ($F = 11.84$, $df = 1,19$, $p < .01$), with boys (65.8) having higher self-esteem than girls (49.5).

Summary and Discussion

This study represents an attempt to replicate and extend findings from previous work in which level and stability of self-esteem were examined in

relation to several academic variables among second graders. In order to do this, the sample was extended to third, fifth, and seventh graders, and several improvements in the measures taken were incorporated into the study.

Previous results (Kugle & Clements, 1980) indicated that level and stability of self-esteem were uncorrelated; that stability of self-esteem, but not level of self-esteem, was related to students' accuracy in estimating their academic ability; that level of self-esteem, but not stability, was negatively related to disruptiveness; and, that both level and stability of self-esteem were positively related to academic achievement. Level and stability of self-esteem were not significantly related in either the third, fifth, or seventh grades. This finding replicates that found previously for the second grade sample, and adds support to the belief that level and stability of self-esteem are independent dimensions that should both be included in affective research.

Consistent with previous findings, students who could accurately estimate their academic performance had more stable self-esteem than those who were inaccurate in their estimations. Since the vast majority of inaccuracies were in the direction of overestimation, support was received for the theory that people who are less stable in their self-esteem are likely to seek self-enhancement, while stable self-esteem persons will work to maintain consistency in their behavior (Marecek & Mettee, 1972). Surprisingly, there was also a difference in level of self-esteem for the two groups, with the overestimating students having higher self-esteem than the accurate students. Although this finding was not expected, it is possible that students with high self-esteem are likely to place a high estimation on their expected performance. However, since their performance will not always be exactly as expected, the errors in prediction which occur for the high self-esteem students will most often

be in the direction of overestimation. Thus, high self-esteem students would be more likely to appear in the inaccurate group. Students with low self-esteem, on the other hand, would be expected to underestimate their performance more often than high self-esteem students, and their errors in prediction would be likely to place them in the accurate group.

An additional analysis which examined level of self-esteem scores from another instrument (DSEI) revealed no significant differences between the accurate and inaccurate groups. Because this instrument allows respondents to indicate the importance of each item before evaluating themselves on it, it has much appeal as a more accurate indicator of self-concept and self-esteem than instruments which assume the items are relevant to the respondents and request the evaluation. However, very little research has been done with the DSEI, and it did not prove to be predictive of the academic variables examined in this study. However, it did provide a means for demonstrating that self-concept diversifies with age, and its usefulness as a measure of stability of self-esteem has not yet been determined. Its greatest value may be as a selection instrument for identifying subjects who share common attributes of importance to their self-concepts.

With regard to the relationship between disruptive behavior and self-esteem, the current study failed to find a significant relationship between either stability of self-esteem and disruptiveness, or level of self-esteem and disruptiveness. Although this outcome contradicts previous work which found that level of self-esteem was negatively related to disruptiveness, it should be kept in mind that student disruptiveness in the classroom is a multifacted and complex area of research. A better measure of disruptiveness than that used in this study would include behavioral indices along the

ratings of the scale, and observer-ratings done on all the students, in addition to ratings on students within a class done by their teachers.

As found previously, both level and stability of self-esteem were positively related to academic achievement. With regard to level of self-esteem, this finding is consistent with much previous work in this area. While stability of self-esteem has not been frequently studied, evidence is beginning to accumulate that it is also an affective variable of importance in understanding the educational experience. Since the relationship between these self-esteem variables and achievement is positive, this implies that students who do well academically tend to receive positive, and consistent, feedback about their performance. This pattern of feedback would also be expected to contribute to the accuracy of the students' perceptions about themselves and their abilities.

In addition to these three relationships, several analyses examining developmental differences across age levels were conducted. Differences in both level and stability of self-esteem were found for the three grades examined. Stability of self-esteem increased with grade level, while level of self-esteem showed a curvilinear trend, with fifth graders having the lowest self-esteem of the three groups. This curvilinear finding is similar to one found by Piers and Harris (1964) for third, sixth, and tenth graders, but evidence regarding grade differences is not consistent (cf., Piers & Harris, 1969). With regard to stability of self-esteem, no previous cross-sectional studies are available in the literature which examined stability in a manner comparable to that used here. Thus, the finding that stability increased with age must await replication to determine if it reflects a true developmental trend. From a theoretical standpoint, the conditions under which stability of self-esteem would be expected to increase can be

derived. If students are in an environment in which feedback about their behavior is consistent, in which referent groups change slowly, and in which social roles change gradually over time, increased certainty about self-evaluations is a logical outcome. Temporary periods of instability would still be expected to occur during transitional times, such as changing schools, or beginning dating. This issue was partially addressed in the current study by examining the changes in stability of self-esteem for one group of students moving to a different school from second to third grade. Although the expected decrease in stability was not found, there are two viable explanations why this occurred. First, it is likely that the measure used to assess stability was not appropriate to examine temporary, situationally-induced instability. The students completed the self-esteem scale after they had attended third grade for several months. A more immediate assessment of self-esteem stability, taken during the first few weeks of school, would be more likely to reveal the expected fluctuation of stability of self-esteem if it does exist. It has been suggested (Clements, 1981) that the inclusion of a "certainty" rating for each item on the scale, similar to the approach used by Marecek and Mettee (1972), would accomplish an immediate assessment of stability of self-esteem. Second, it may be that the transition from second to third grade, even though it involved a change in schools, was not sufficient to produce a shift in stability. A more likely time to examine fluctuations in stability of self-esteem would be the change from middle to junior high school. This period usually involves a shift in class structure, a change in referent groups, and an increase in self-awareness due to the onset of puberty and the pressures of dating. It is hoped this possibility can be examined in future research.

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Table 1

Descriptive Statistics and Correlations Among

Self-Esteem and Academic Variables

Third Grade

	PHLSE	PHSSE	DSEI	READ9	MATH9	DIS
PHLSE	1.0	-.15	.50**	.38**	.28**	-.05
PHSSE		1.0	-.13	.23*	.22*	-.16
DSEI			1.0	.16	.08	.03
READ9				1.0	.75**	-.39**
MATH9					1.0	-.42**
MEAN	62.7	.30	606.8	5.09	5.07	2.2
ST. DEV.	10.3	.17	78.7	1.98	2.05	1.2
N	87	87	86	85	85	87

Fifth Grade

	PHLSE	PHSSE	DSEI
PHLSE	1.0	-.01	.54**
PHSSE		1.0	-.10
MEAN	53.2	.40	581.8
ST. DEV.	12.4	.14	99.4
N	33	33	33

Seventh Grade

	PHLSE	PHSSE	DSEI
PHLSE	1.0	-.26	.66**
PHSSE		1.0	-.34
MEAN	56.7	.49	553.8
ST. DEV.	13.1	.17	76.3
N	22	22	21

*p < .05 **p < .01

Variable List:

PHLSE = Piers-Harris Level of Self-Esteem
PHSSE = Piers-Harris Stability of Self-Esteem
DSEI = Dickstein Self-Esteem Inventory
READ9 = Reading Achievement (Stanine)
MATH9 = Mathematics Achievement (Stanine)
DIS = Disruptiveness

Table 2

Summary of Analyses of Variance Comparing Accurate and Overestimating Students Across Third, Fifth, and Seventh Grades*

	Means			
	Accurate	Overestimating	F	P
Stability of Self-Esteem	.44	.37	5.56	<.05
Level of Self-Esteem	64.28	59.93	5.70	<.05
N	50	72		

	Means				
	3rd Grade	5th Grade	7th Grade	F	P
Stability of Self-Esteem	.32	.42	.48	7.32	<.01
Level of Self-Esteem	61.72	52.20	57.39	5.41	<.01
N	72	29	21		

*The intereaction of grade level and accuracy grouping was not significan for either self-esteem variable.